DOCUMENT RESUME

ED 385 370 PS 023 462

AUTHOR Hollands, Fiona
TITLE Life Outside School: A Curriculum Proposal.
PUB DATE May 95
NOTE 66p.
PUB TYPE Guides - Non-Classroom Use (055)

EDRS PRICE MF01/PC03 Plus Postage.
DESCRIPTORS *Career Counseling; Classroom Techniques; Curriculum Guides; Educational Objectives; Elementary Education; *Elementary School Curriculum; *Family Life Education; *Family Relationship; Parent Participation; *Social Adjustment; Teaching Methods; *Vocational Adjustment; Work Attitudes

ABSTRACT

This paper proposes a curriculum that is designed to help upper elementary students (grades four through six) become well-rounded, well-adjusted individuals capable of transferring their academic and social skills to a variety of home, workplace, and community settings. It contains three units that focus on the home, workplace, and community, with each unit designed to be taught during two weekly sessions over the course of the school year. The curriculum outlines specific goals and objectives for each unit, teaching methods, lessons, and suggested activities. It provides a detailed plan for Unit 2, Life in the Workplace, which centers on parent speakers describing the jobs they do and the preparation they received for such employment. The unit also contains sample lesson plans, activities, and student evaluations. (Contains 16 references.) (MDM)

**********
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
**********

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION
CENTER (ERIC)
X This document has been reproduced as received from the person or organization originating it.
☐ Minor changes have been made to improve reproduction quality.
• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

ED 385 370

# Life Outside School

*A curriculum proposal*

Designed by:
Fiona Hollands

May 1995

PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY
Fiona Hollands
TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC).

Professor S. Shreyar
**Designing Curriculum and Instruction**
TY 4052

PS 023462

BEST COPY AVAILABLE

# Index

PAGE

Classroom situation....1

Curriculum Rationale....3

Macro-organization of Curriculum....9

Macro-organization charts....12

Educational Goals and Objectives....14

Teaching methods....19

Unit Rationale - Life in the Workplace....21

Micro-organization - Life in the Workplace....23

Evaluation....37

Lesson plans:

Advertising executive....48
Criminal lawyer....53

References....61

# Classroom Situation

The "Life Outside School" curriculum is designed to be used in schools committed not simply to the academic performance of their students but also to the development of rounded, well-adjusted individuals capable of transferring their academic and social skills to a variety of other settings - the home, the workplace and the community. The school must believe in teaching to a better life, not just to higher test scores, so that the students will not only integrate successfully into society, but can use their knowledge and skills to improve the social environment for themselves and others. The school must also be dedicated to democratic principles whereby the students are given an important role in determining what is taught and teachers are willing to expose their students to many outside influences.

The "Life Outside School" curriculum is adaptable to almost any classroom situation although to maximize its success, a strong degree of participation by parents/caretakers and members of the community is desirable. Visitors are referred to as "experts" because they will be presenting activities in which they are experienced and knowledgeable. Experts might range from a home-maker who has experience planning meals, to a waiter from a local restaurant, to a forensic scientist or a board member of a charity. The workplace unit, in particular, demands that the teacher can call on a wide range of working (or non-working) adults representing diverse career possibilities. Naturally this is easier in a cosmopolitan, urban setting. Where such resources are not available, the teacher will have to improvise some classes without such a visiting expert.

The course is demanding of the teacher in that it requires a lot of organization, flexibility and leadership skills that are democratic rather than autocratic. The curriculum provides a framework for the course rather than a set of rigid directions to be followed so that each set of students can steer the course to follow or develop their particular interests. It is envisioned that however many times the course is taught, it may never run the same way twice.

The particular adaptation of the curriculum offered in the following pages spans 3 years from 4th to 6th grade. The class of 25-30 students in this case are assumed to come from diverse socio-economic and cultural backgrounds in an urban setting. It is also assumed that the teacher has unlimited access to materials and other resources, both physical and human. Classes will take place twice a week for the duration of 90 minutes each. Parents/caretakers are welcome to attend classes at any time and will be called on to participate in conducting classes, to help students complete certain assignments and to provide feedback on the course.

# Curriculum Rationale

Individuals are often captive to their backgrounds and surroundings and cannot break their mold without knowing what else is out there and how to get it. Without information individuals cannot challenge the *status quo* and without challenging the *status quo* inequity and ignorance are perpetuated. By metaphorically opening windows onto the wide array of possibilities that can be sought after in the world outside school, this curriculum aims to engender in students a sense of hope, purpose, direction and control over their own destinies. Learning to direct one's own life must surely be as critical as anything a school can teach and far too important and difficult to leave to trial and error. The earlier this process begins, the more likely it will be in time to make a difference.

The "Life Outside School" curriculum aims to help children in the fourth to sixth grade develop broad perspectives on life in the home, the workplace and the community that will allow them to envision how they can make the best of their lives in these settings. In dealing with these various aspects of life, both in this course and in reality, the students will need to draw on and develop ideas and knowledge from a variety of academic disciplines. By making connections between school learning and these outside settings, it is intended that students will more easily transfer academic and social skills accumulated in the classroom to their personal, professional and social lives. Furthermore, a demonstration of the long-term relevance of learning experiences should help answer the question of why a student should master new ideas.

The **Life in the Home** unit covers aspects that might normally be considered to be in the domain of the family-as-educator. American family life has generally progressed from the linear to the nuclear to the broken. Even in intact nuclear families, often both partners work in order to maintain a high material standard of living. The family cannot educate if it is not there and the alternate baby-sitters, whether human or mechanical (TV!) cannot fill this gap, and often corrode it.

Even if family structure were not an issue, there are reasons why such a course has advantages. Firstly it provides objectivity. The emotional aversions of being told to do or not to do something by a parent at age 10-12 often preclude the benefit of the advice. Hearing things from peers and outsiders may have greater impact and there is always the opportunity to seek reinforcement from family members. Secondly, exploring issues in a classroom setting can provide multiple perspectives that do not exist in a single family or circle of friends. While parents may believe that their way of doing things is "right" they must also recognize that success in an increasingly mobile and multicultural world requires the ability to comprehend and accommodate alternate ideas, cultures and perspectives. Finally, the course is designed to provide exposure to a whole variety of experts and potential role-models. It cannot be hoped that a single family knows all the answers or the best way to do everything from why greens really are good for you to settling family disputes to planning vacations. Learning from many sources provides a greater chance of getting more good solutions to problems.

Teaching children about the workplace may draw visions of factory model schools

and the development of production automatons rather than thinking human beings. The intention in the **Life in the Workplace** unit is not so much to prepare children at this young age for a job, but to present them a vision of what could be ahead so that they get a chance to start tracing out their paths towards a visible target. Ambition cannot exist without something to aspire to and is in itself a valuable driver in achievement. The hope is that by understanding the greater rewards, whether intellectual or material, potentially available to those who achieve more in school, students will have a clear incentive to continue their education.

Psychologists never fail to remind us that a sense of belonging is critical to human beings. One of the great benefits of attending school is that it provides a ready-made community outside the home for children. For many young adults this is substituted by the workplace but for those who do not work and even some of those who do, finding supportive communities is not a self-evident pursuit. "Community" for the purposes of this curriculum is defined broadly as a subset of the population whose members have in common certain ideas, beliefs, interests, activities, physical attributes or whose spheres of existence overlap purposefully or inadvertently. Such communities may range from a local to an international reach.

The **Life in the Community** unit attempts to review a broad array of communities that individuals can join or even are already part of. The common interests, attributes and/or activities of the members of each community are explored through visits to relevant sites and simulations of community activities. For example, the class might investigate the activities of a charitable group by visiting the

beneficiaries of the charity and engaging in a task where, as a "committee" of the charity, they must decide how to allocate funds between various projects. By exposing students to new ideologies and interests it is intended that they will further expand their horizons. Instead of blindly assuming the ideologies and interests of their parents or peers, or being drawn into the first group that welcomes them, they can make informed choices that better suit their needs as individuals and serve to further their personal ambitions.

Maintaining control over one's destiny and making good choices in life requires mastery of a number of attributes - an awareness of what there is to aim for, a grasp of the mental skills or material properties that are needed to achieve those things, a sense of one's own strengths and weaknesses and an understanding of the obstacles to reaching a particular goal and how to overcome them. The content and teaching methods of this curriculum are designed to help students address these issues.

Each setting is explored using certain questions which allow the teacher to gauge where the students are starting from in terms of knowledge, bias and experience and will also demonstrate to the class the diversity inherent within the group. Following Bruner's assertion that ".....there is an appropriate version of any skill or knowledge that may be imparted at whatever age one wishes to begin teaching - however preparatory that version may be" (Bruner 1966), issues that might normally be considered beyond the reach of a 10-12 year old are presented through activities and role-playing rather than in abstract explanations.

While the teacher is responsible for ensuring that the learning experiences conducted are representative of the universe of activities in each particular setting, students are given an active role in selecting issues and topics. Arguably one cannot teach students how to take control without giving them the opportunity to exercise it. Such empowerment is not simply an end in itself, but a means to ensure that the students feel some joint responsibility for their activities and are thereby motivated to perform.

The curriculum intends to challenge stereotypes and media representations through investigating how real people spend real time - how exciting is it to drive a train from 9 to 5 through dark subways? Do real communities exist like those in soap operas? What is it really like dealing with sick people every day? These "real people" will be parents wherever possible in order to maximize their involvement in their children's education and to reinforce for the students the link between the classroom and life outside. Opportunity for exposure to numerous real-life role-models not only challenges myths but expands the students' spheres of experience and gives them something tangible to aspire to.

Students are encouraged during the course to openly critique their peers in a constructive manner - providing specific examples to illustrate what needs to be improved and offering realistic solutions for alleviating or ameliorating problems. They are also expected to honestly evaluate themselves and make assessments of the course. This should create a further sense of empowerment in that the opinions of each student are held to be of importance and each can affect his/her

surroundings by challenging them in a positive manner. Evaluation of the students' performance is designed to measure the attributes that are relevant in each setting, attempting to reflect real life where actions have consequences, not in terms of grades, but in terms of physical, emotional and material outcomes.

## Macro-organization

The "Life Outside School" curriculum covers the three major settings outside of the classroom in which students either already do or potentially will participate - the home (or "where I live" for those who not have a home), the workplace and the community. A unit of the curriculum is dedicated to each of these three settings starting with what should be the most familiar, the home and then broadening out to the workplace and the wider community (where community extends from local to international levels).

Each unit lasts for an entire school year with two sessions taking place over each of 36 weeks. The sequence of the units and the subunits within them is designed to spiral progressively through an increasingly complex picture of life. Many topics will come up in all three units, being dealt with at the personal, professional and community level. The aim is to develop a continuously expanding perspective on life while allowing students to follow the connections between the various aspects.

An attempt is made to review the artifacts, the norms or behaviors and the values associated with each setting. Each unit will begin with defining what the setting is and asking what its purposes are, how it might mean different things to different people, what characters are found there and what their roles are. The bulk of the unit will then cover the different kinds of activities that take place in that setting.

The purpose in posing open-ended questions rather than presenting pre-packaged answers is to allow the teacher to understand where the students are starting from

in terms of views and experiences in each particular setting so that he/she can gauge which topics require the most time and attention in order to build a well-rounded vision of the setting. Furthermore, this approach should encourage multiple perspectives to be expressed by the students so that they can witness for themselves the diversity found in the group.

With respect to activities in each setting, they will be grouped into subunits as described below. The teacher will start each subunit by eliciting suggestions of relevant activities that the students are aware of, and then build on these to create a fuller picture of the scope of activities that the subunit will cover. For each subunit the activities actually explored in depth through a dedicated lesson plan will be selected by the students from the list that they and the teacher have composed. The idea here is to ensure that the students get to work on tasks that are of interest to them and this empowerment should be a motivating factor in the learning process. For example, in an overview the teacher might describe retailing using examples ranging from a McDonalds restaurant to a drugstore and allow the students to vote on which particular example they study in depth.

The **Life in the Home** unit is subdivided into three subunits:

*Basic necessities* - covering activities associated with finding and maintaining a shelter (such as a house or apartment), nutrition, health, dealing with emergencies and budgeting the family income vs. expenses.

*Relationships* - exploring the interactions between family members, between friends and with partners. Clearly the level at which these relationships are explored will depend on the actual age group being taught.

*Leisure* - dealing with "optional" activities such as sports, travel, celebrations and traditions.

The **Life in the Workplace** unit is subdivided into 5 subunits looking at jobs that can be attained with progressively more education.

Jobs you can do:

*Without a high school certificate*
*With a high school certificate*
*With vocational training*
*With a college degree*
*With a graduate degree*

The **Life in the Community** unit is subdivided into three subunits

*Local* - this would look at the activities of entities such as local sports clubs, churches, orphanages, soup kitchens.

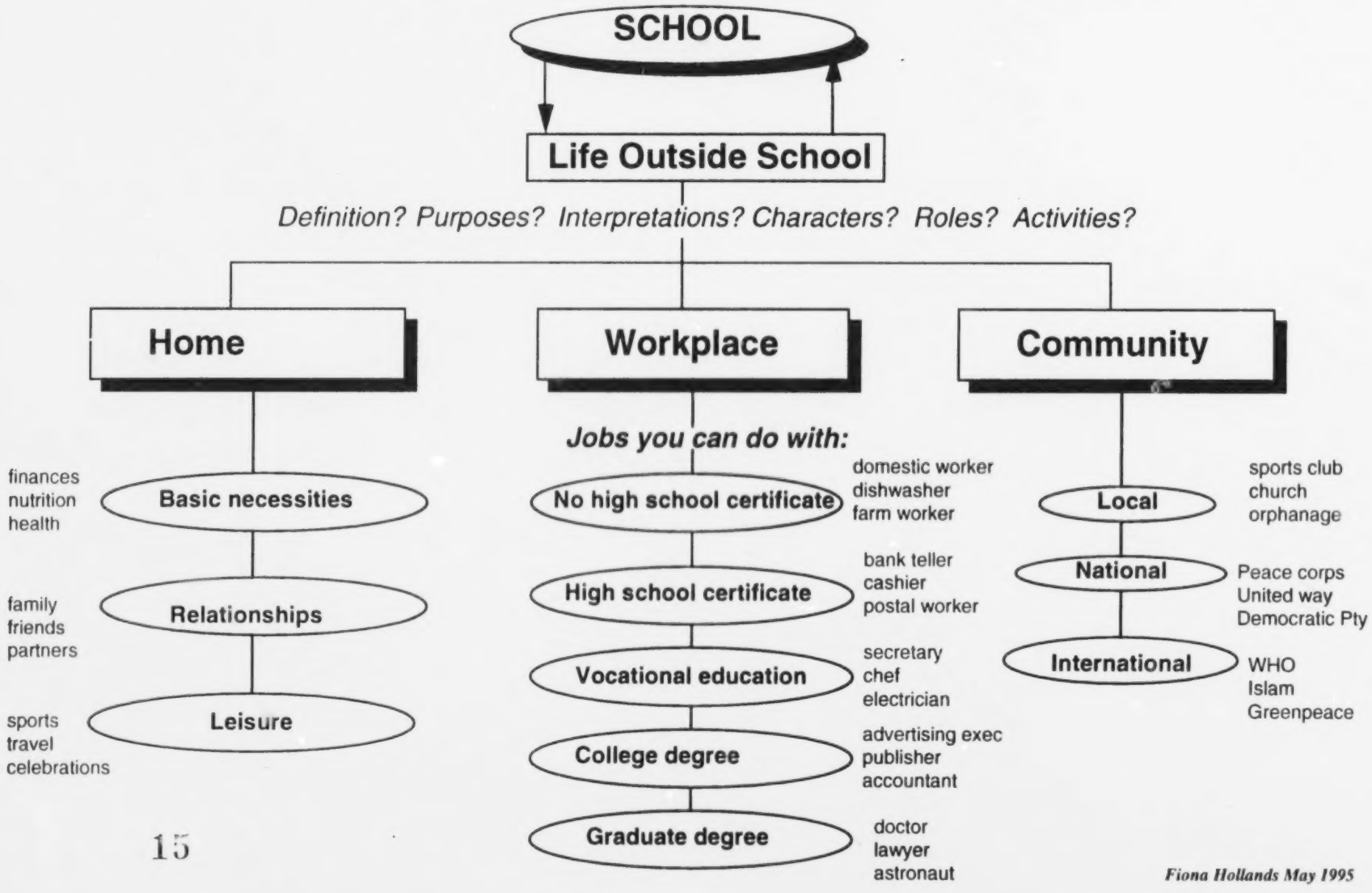
*National* - covering activities of country-wide organizations such as special interest groups, political parties, charities, unions e.g. Peace Corps, United Way, National Association for the Advancement of Colored People, Fraternities, Girl/Boy Scouts, Sierra Club, Union of Automobile Workers, Democratic Party, Republican Party. Note that the aim is not, for example, to teach politics *per se* or how unions operate in detail but to let students understand the ways in which people can share their common attributes or beliefs.

*International* - drawing on examples of political, economic, professional, racial, or religious groupings with a view to indicating the common goals or interests of the members of these communities and how they relate to the rest of the world e.g. WHO, UNESCO (United Nations Educational Social and Cultural Organization), Amnesty International, Islam, Catholicism, Red Cross, Greenpeace.

Student evaluation will be continuous throughout each unit although an exercise towards the end of each unit will be used to evaluate the overall gain the student has made from it. Similarly each unit will be evaluated continuously by the students, the teacher and visiting experts with a final reflection on the unit at its conclusion.

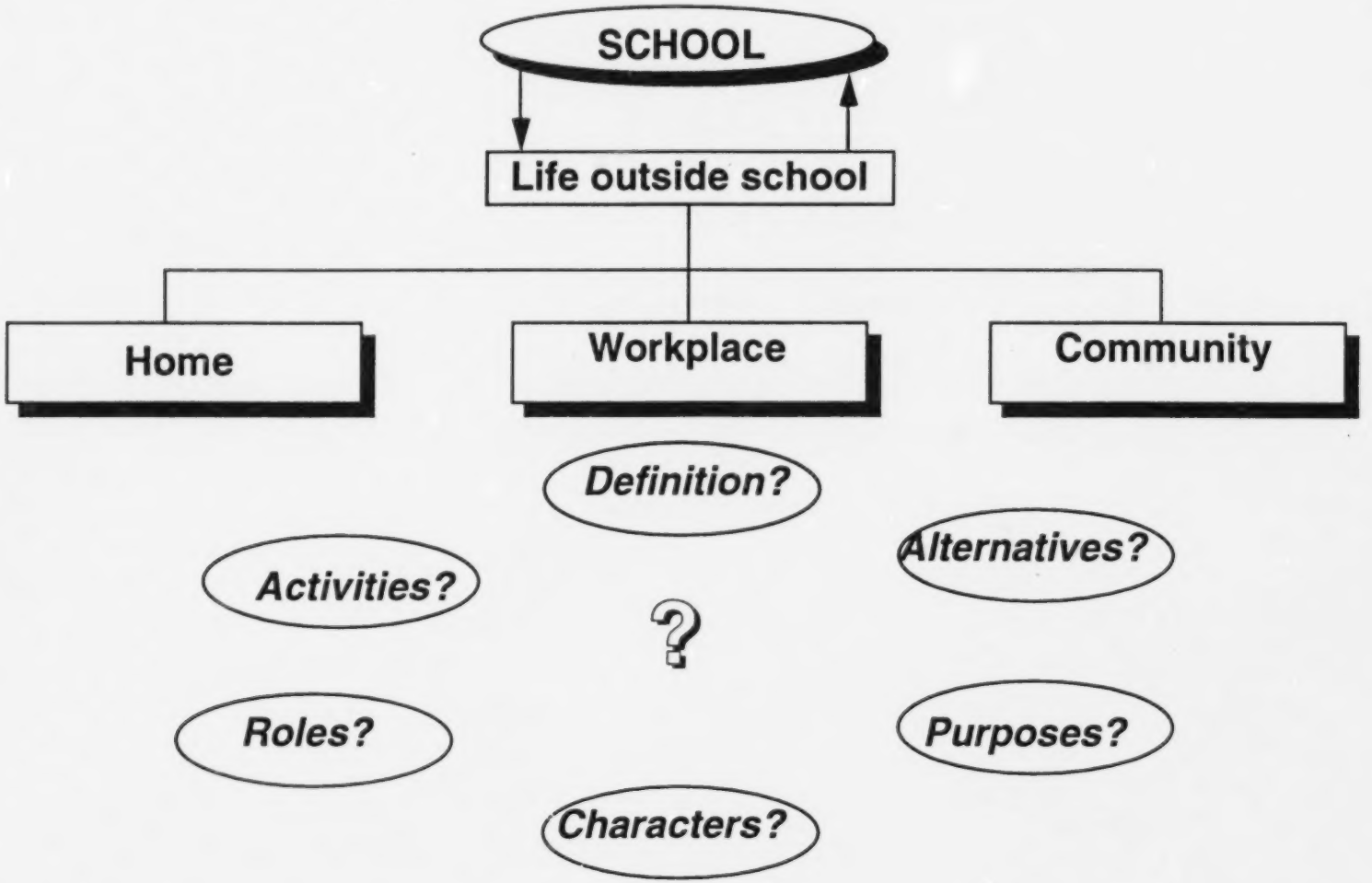
# Life Outside School

**A conceptual map**




*Fiona Hollands May 1995*

# Macro-organization



# Goals and objectives for the curriculum

**Goal 1) Students will develop broad perspectives on the different settings in which life takes place - the home, the workplace and the community* - experimenting with different kinds of activities that take place each setting and recognizing their significance.**

Objectives Students will:

a) Observe activities in the home and recognize their purpose

b) Simulate some of these activities in the classroom

c) Find ways of applying classroom learning outside the classroom and *vice versa*

d) Identify reasons why people go to work (or don't)

e) Gain an overview of what kinds of work people do and what academic and other skills are needed to accomplish the given jobs

f) Recognize the potential for increased rewards, material and/or intellectual from jobs that require more preparatory qualifications

g) Observe similarities and differences between the school, the workplace the home and the community

h) Complete various tasks that aim to reflect those done in the workplace

i) Define what "community" means, find examples of community activities and organizations and experience some of these

j) Look for ways that their current interests might be developed throughout life whether at home, at work or in the community

**Community is defined broadly as a subset of the population whose members have in common certain ideas, beliefs, interests, activities, physical attributes or whose spheres of existence overlap purposefully or inadvertently. Such communities may range from a local to an international reach)*

**Goal 2) Students will communicate effectively.**

Objectives Students will:

a) Prepare and deliver oral presentations projecting their voices clearly, concisely stating ideas relevant to the topic, using a variety of visual aids to illustrate their ideas and responding directly to questions on the topic

b) Design and create visual aids to enhance the illustration of their ideas including drawings, models, videos, flip charts, overhead projector slides, computer simulations

c) Prepare written reports, letters, stories, articles, exhibits using correct grammar, a wide range of vocabulary and expressing ideas clearly and concisely

d) Take coherent notes which can effectively convey information to themselves and others, on class activities, interviews, field trips or based on material read, seen or heard (movies, TV shows, books, lectures, newspaper articles)

e) Prepare questions for interviews or visiting speakers that are clearly presented, relevant to the topic and serve to elicit further information on the subject or clarify points already covered

f) Summarize information clearly and effectively covering all salient points of the original material

**Goal 3) Students will recognize the increasing presence of technology in our lives and learn ways to incorporate it into their activities.**

Objectives Students will:

a) Use computer software packages to aid completion of tasks

b) Use video equipment to film certain activities/events

c) Become aware of resources such as the Internet, on-line services and databases available at libraries, schools etc.

**Goal 4) Students will learn how to observe and collect various kinds of information, analyze it and interpret it.**

Objectives Students will:

a) Conduct surveys to collect information

b) Analyze the data

c) Present the results clearly and concisely in a written report

d) Present the results clearly and concisely in an oral presentation

e) Conduct interviews and report their findings

f) Collect data from various sources (people, organizations, observations of surroundings, reference books, information services, databases, newspapers, TV etc.)

**Goal 5) Students will learn to solve problems and accomplish tasks both independently and in groups.**

Objectives Students will:

a) Use group settings as a means to accomplish tasks in a variety of ways:
brainstorming techniques
division of labor/assigning specific functions to each group-member
role-playing

b) Deal with conflicts in group settings, identifying the source of conflict and resolving it peacefully through verbal negotiation

c) Accomplish tasks on an individual basis

d) Decide when a task is more effectively tackled alone rather than in a group and *vice versa*

**Goal 6) Students will learn that different ideas, perspectives and cultures can enrich their own experiences and that the ability to listen to and accommodate diverse views is essential to the smooth running of a community.**

Objectives Students will:

a) Express their own ideas about issues and illustrate their customs (particular ways of doing things) in written, oral or visual form

b) Solicit and listen to the ideas, views and customs of other students about various subjects

c) Identify why and how these ideas, views and customs are similar to or different from each other

d) Engage in role-playing exercises or debates where they adopt different ideas or views to their own in order to experience "being in someone else's shoes".

e) Recognize problems associated with stereotyping and how to overcome them

**Goal 7) Students will explore the concept of accountability (responsibility and answerability for one's actions) for their activities in the school, home, workplace and community.**

Objectives Students will:

a) Define what accountability is and debate whether it is desirable, if so, to what extent, how it is measured and rewarded using specific examples e.g. adherence to a particular law

b) Explore the trade-offs required in meeting the varying demands of school, home, the workplace and the community and learning how to establish a healthy balance between them

**Goal 8) Students will learn how to evaluate their own activities, those of their peers and people or entities outside of the classroom and provide constructive feedback to others.**

Objectives Students will:

a) Recognize the difference between constructive and destructive criticism

b) Practice giving and receiving constructive feedback

c) Design checklists or other frameworks for evaluating their own work and that of others

*Criticism is considered destructive if it is purely subjective, vague, irrelevant to the issue being assessed and offers no solutions to improve the problem.*

*Constructive criticism is objective, specific (ideally highlighting examples to illustrate what needs to be improved) and offers realistic solutions for alleviating or ameliorating the problem.*

# Teaching Methods

The Life Outside School curriculum will depend on a variety of teaching methods to create learning experiences for students but there is a marked emphasis on team - work including role-playing and peer evaluation and use of outside "experts".

### *Outside "experts"*

Wherever possible a parent, caretaker or other adult will be invited to present a topic to students e.g. a housewife/househusband could lead a class in the Life in the Home unit covering budgeting for a month's household expenses. In the workplace unit a policeman would not only describe the activities of the police force and a typical day at work, but could set up a role-playing exercise, for example, where students simulate a local dispute a police officer must resolve.

### *Group activities*

Students will commonly work in groups of 2-5 (or even more depending on the exercise) to complete tasks which require division of labor, role-playing, critiquing each others work and peer evaluation.

### *Presentations*

Students will be given frequent opportunities to orally present own their ideas or demonstrate comprehension of topics to the whole class (or to a sub-group). These presentations will vary in formality from standing up to address the group briefly to formal presentations with visual aids.

*Data Collection/Survey/Interviewing techniques*

There will be various activities requiring collection of information from a variety of sources. The emphasis will be on collection of information from people or organizations and through observations of activities, events or artifacts common in daily life. More traditional resources such as reference books, databases and libraries will also be relied on.

*Field trips*

In some instances, rather than bringing the outside into the school, it will be more effective to take the students to an outside locale to observe activities *in vivo*. This might include visiting various workplaces like an auto-manufacturing plant or a stock exchange or to observe the activities of a community service organization such as a soup kitchen.

*Use of technology*

The course aims where possible to replicate the use of technology in the classroom as might be done in settings outside and more generally to allow all students to feel comfortable incorporating technology into their activities. For instance a simple Excel worksheet could be used to keep track of incoming and outgoing expenses in "the home".

# Life in the Workplace - Unit Rationale

The dynamics of the workplace are significantly different from those in the home and at school: expectations of behavior and performance, interactions with work colleagues, performance evaluation, feedback and remuneration vary not only from previously experienced norms but also from one workplace to another. Employers consistently lament the inefficiency of the process of molding newly graduated hires into professional workers i.e. ones that understand the purpose of their institution and conduct themselves accordingly. This should be of no surprise given that schools tend to encourage self-achievement in terms of better grades rather than collective achievement of an institution in terms of profitability or efficiency. Conversely, students often lament the irrelevance of classroom experiences as preparation for joining the workforce. By creating opportunities for students to work in teams on tasks that simulate activities in the workplace it is hoped that both these problems will be addressed.

Many career guidance programs focus on knowledge-based aptitudes to particular careers and generalize about the kind of work done in a particular job. While this unit will demonstrate the link between more education and better job rewards, it will also attempt to go beyond the academic requirements and general concepts by looking at a day in the life of e.g. a lawyer, policeman etc. .....literally from what time he/she wakes up and where he/she eats lunch to who he/she deals with during the day and what kind of computer, if any, he/she uses. Each such expert will also present a case study to the class of a real-life situation that might typically

be encountered in that job and guide the students through the situation. Where possible this will involve role-playing in groups so that students have first hand knowledge of what it is to perform those functions and can understand the perspectives of the various parties involved.

Furthermore, beyond dealing with the content and remuneration of the job, there will be a discussion of qualities such as degree of interaction with people or machines, telephone vs. face-to-face interactions, repetition of tasks vs. variety, long-term projects and responsibilities vs. short term tasks, team vs. individual work, intellectual satisfaction vs. day to day occupation of the mind, stress factors, travel opportunities and opportunities for advancement. The aim is to ensure that students are not simply exploring the surface of each job but begin to understand the detail of how their days at work might actually be spent.

Integration of careers with other aspects of life is a subject widely neglected by career advisors and employers alike. By also looking at how much time working adults have for leisure activities, how working people who live together accommodate each others careers, manage a household and have a family, it is hoped that these students can place work in the broader context of life and will gain a perspective on how they might manage their own lives. Introducing all these concepts at this relatively early stage in the child's academic career is intended to give them a means of guiding themselves through the next 10 years, allowing them to make more informed choices as to how they spend them.

# Micro-organization/ Content Time Line

## "Life in the Workplace" Unit

Prior to the start of the unit, the teacher will contact as many of the parents as possible via telephone or letter to seek potential volunteers for participation in classes and to identify the kinds of skills represented in the set of parents. Any that cannot be contacted directly will be communicated with through the students.

The workplace unit will cover a whole year comprising 72 sessions of 1 1/2 hours each (2 per week) although for field trips and the final task 2 sessions will be combined to allow a 3 hour period. Lessons will vary in length with some covered in a single session and others spanning several.

***Life in the Workplace - Time Line***

| Lesson | Subject | Sessions |
|---|---|---|
| 1 | Why we work | 1 |
| 2 | Overview of job universe | 2 - 4 |
| 3 | Survey of parents' occupations | 5 - 7 |
| 4 - 13 | Jobs you could do without a high school certificate | 8 - 17 |
| 14 - 23 | Jobs you could do with a high school certificate | 18 - 27 |
| 24 - 33 | Jobs you could do with vocational education | 28 - 37 |
| 34 - 43 | Jobs you could do with a college degree | 38 - 47 |
| 44 - 53 | Jobs you could do with a graduate degree | 48 - 57 |
| 54 | "My three favorite jobs" presentation | 58 - 60 |
| 55 | Where to look for jobs | 61 - 63 |
| 56 | Preparing resumes | 64 - 65 |
| 57 | Job interviews | 66 - 67 |
| 58 | Final task - a virtual workplace | 68 - 71 |
| 59 | Wrap-up, evaluation, preview of next unit | 72 |

The unit will begin by inviting a panel of parents or other adults to discuss the reasons why they do (or do not) work. Having established some reasons why it is relevant to spend the next year looking into this aspect of life, the next event will comprise an overview of the kinds of workplaces and jobs that exist. During this overview session the teacher will try to elicit levels of interest in specific jobs and get students to help plan which topics from a selection they would like to cover in detail.

Following a survey of what the parents of students in the school do in terms of work, the bulk of the classes will investigate different jobs and entail activities that relate to the particular workplaces. The organizational framework for presenting the variety of jobs will reflect the amount of education that is generally required to engage successfully in such jobs. Jobs will be presented in 5 sections starting with those that the students could do without a high school degree then progressing through jobs that require a high school certificate, some kind of vocational education, a college degree and a graduate degree. The intention is to indicate that with increasing levels of education, individuals can apply for increasingly more interesting and rewarding jobs.

Towards the end of the unit students will present their three favorite jobs to the class reflecting what they have learned and showing if and how these choices had changed since the beginning of the course. Finally, students will learn how to look for, apply for and interview for jobs and will have a chance to practice their new skills in a virtual workplace.

Prior to commencing the class, each student is asked to briefly introduce him/herself giving his/her name and sharing with the class the two or three favorite things he/she likes to do outside of school e.g. watching a particular TV show, reading a particular comic, playing a specific game.

As the opening task, students are asked to list in order of preference 3 different things they might like to do with themselves when they leave school. They are also asked to note why they choose these items and what they think it will take to achieve these goals. Given a similar task towards the end of the unit, this exercise will allow the teacher to see what impact the course has on the students' visions of their futures.

A panel of 6 parents or other adults is then invited to present reasons why they do or do not work. The panel will be selected by the teacher, taking into consideration the need to represent men and women and, as much as possible, different socio-economic backgrounds, cultures and levels of education. The panel would ideally include a housewife/househusband, an unemployed person, and then various representatives of jobs such as a policeman, a teacher, a businessperson. Each speaker will talk for 5-10 minutes and answer questions from students, other panelists and the teacher. Students will note down the reasons given by each panelist and after all panelists have spoken, the class will summarize the reasons given for working (or not).

As homework the students will be asked to take their lists home to their parents and

relatives to check whether or not they agree with the reasons given and if they have any others to add.

**Lesson 2** Overview of job universe Sessions 2 - 4

The lesson will begin by reviewing the responses to the homework assignment (10-15 minutes).

The remainder of this lesson will comprise a teacher led review of the different kinds of workplace and jobs that exist. The review will start with the teacher helping the students come up with a definition of "the workplace" and see how it can mean different things to different people.

The teacher and students will then come up with a list of the different kinds of workplace that exist. For each one, they will briefly cover which characters are found there, what roles they play and what their purposes are. The teacher's role is to elicit as much of this information as possible from the class and to fill in gaps or correct any misperceptions. Within each workplace covered the teacher will also indicate what qualifications are required to do each particular job, placing each job in one of 5 categories:

Jobs you could do without a high school certificate
Jobs you could do with high school graduation
Jobs you could do with vocational education
Jobs you could do with a college degree
Jobs you could do with a graduate degree

Given that it would not be possible to cover all potential jobs in detail during this course, at the end of the overview the class will vote on the jobs that most interest them from the universe covered for further pursuit in lesson plans. These choices

will take priority assuming that the teacher can find outside experts to represent them and that the jobs chosen are representative of the larger set of jobs.

In an attempt to deal with stereotyping issues, after each of the 3 sessions comprising the overview, a homework assignment would be set to match pictures of people (cut out from magazines etc.) to jobs along the lines of suggestions by Patricia Ramsey. The teacher should look for any common biases in expectations, discuss these with the class and take them into consideration in selecting candidates as the relevant visiting experts for later lessons. If, for example, the majority of the class matches women with nursing, the teacher would attempt to find a male nurse to come in to represent that function.

**Lesson 3** Survey of parents' jobs Sessions 5 - 7

This lesson will involve conducting a survey on the parents/caretakers of the school's students to discover what jobs they do and various other details such as what educational background they have, whether they like or dislike their jobs, why, whether it is well paid or not etc. The idea behind this lesson is not just to teach a data collection and analysis skill but also to start the process of broadening each students knowledge of jobs outside of their current immediate sphere of existence.

Session 5 will consist of learning how to design a questionnaire. Students will discuss what they would like to know from the parents and then write both open and closed-ended questions to elicit the required information. They will test out

their questionnaire on a couple of teachers before finalizing the form. In groups they will also design a letter asking parents to participate; each letter will be read aloud to the class by a group spokesman and the best letter selected by a class vote or a combination of several will be composed.

The questionnaire and letter will be typed and photocopied by the teacher, distributed to students throughout the school and collected in time for the next class.

Sessions 6 - 7 Students will use a software package for entering data into a database. Results will be pooled and in small groups students will write reports on the survey findings and present them to the rest of the class.

---

**Lessons 4 - 53** covering various types of jobs will follow a similar pattern although for some job areas where visiting the site of work is both possible and a more instructive way of presenting what goes on there, this would be arranged.

For each of the five sections an example list is provided for the teacher (see pages 31-32) although during the initial overview session the teacher will have asked the students to help compose a fuller list and vote on those of most interest to them to be covered in dedicated lessons.

A typical lesson plan would follow this pattern:

An expert or experts doing the relevant job/s will be invited to address the class. The teacher will, again, make an effort to represent both sexes, various races or ethnic groups and different socio-economic backgrounds to ensure a wide range of views and perspectives. Care should be taken where possible to avoid selecting stereotypical candidates - for example the teacher might try to find a male domestic worker, a female airline pilot, an African-American investment banker.

**Part I**

The visiting expert will be asked to address the class covering the following items:

Outline of educational background i.e. high school graduate or not, college degree if any, special training if any

Describe the organization within which he/she works and its purpose/s

Describe why he/she chose that job and how he/she got it

Describe what his/her particular job entails and what skills in addition to traditional academic ones are needed to accomplish it

Describe a day in his/her working life including how he/she fits in his/her personal life

Describe how he/she is evaluated and held accountable for performance

Mention any types of technology encountered at work

List likes/dislikes regarding the job

List the rewards of that particular job

Highlight any stereotypes attached to that kind of work, identify the reasons for the stereotyping and whether or not they are justifiable

The students will take notes on these issues and will be responsible for asking appropriate questions if any item is not covered.

## Part II

Class exercise

The visiting expert will then present the class with an example of a task that he/she might typically encounter at work. This might be a role-playing exercise, a team task or individual work. The class will work in small groups (or alone) on the activity set, supervised by the expert and teacher. After a set period of time, each group/student will briefly present task solutions or conclusions of role-playing events to the rest of the class. The "expert" will evaluate each group/student and provide feedback.

## Part III

Towards the end of the class the students will be asked collectively to rate the job according to a number of criteria.

| RATINGS FOR:..... *(Please fill in job)* | | | |
|---|---|---|---|
| Interest | HIGH | MEDIUM | LOW |
| Fun | HIGH | MEDIUM | LOW |
| Variety of tasks | HIGH | MEDIUM | LOW |
| Intellectual Difficulty | HIGH | MEDIUM | LOW |
| Physical difficulty | HIGH | MEDIUM | LOW |
| Need for teamwork | HIGH | MEDIUM | LOW |
| Contact with clients/customers | HIGH | MEDIUM | LOW |
| Amount of paper work | HIGH | MEDIUM | LOW |
| Pay | HIGH | MEDIUM | LOW |
| Opportunity for advancement | HIGH | MEDIUM | LOW |
| Impact on society | HIGH | MEDIUM | LOW |
| Stress level | HIGH | MEDIUM | LOW |
| Opportunity for travel | OFTEN | SOMETIMES | NEVER |
| Other material benefits* | MANY | SOME | NONE |
| Length of tasks to be accomplished | SHORT | MEDIUM | LONG |
| Technology used:..... | | | |
| Hours of work per day:..... | | | |
| How accountability is measured:..... | | | |
| Level of education required:..... | | | |

* healthcare, pensions etc.

These ratings will be collected for each job covered in a lesson and displayed in an overall chart so that the students can compare one job against the others.

## SAMPLE LISTS OF JOBS

Section I
**Lessons 4 - 13** Jobs you could do without a high school certificate Sessions 8-17

Baby-sitter/ nanny
Day care center helper
Bus boy
Bartender
Freight-truck driver
Sales clerk
Farm worker
Housekeeper
Janitor
Newspaper deliverer
Dishwasher
Painter
Garbage collector
Construction worker
Cleaning services
Doorman
Waiter/waitress
Taxi driver
Factory line worker
Miner

Section II
**Lessons 14 - 23** Jobs you could do with a high school certificate Sessions 18-27

Travel agent
Policeman
Marines
Cashier
Postal worker
Receptionist/telephone operator
Fast food service
Army
Airline steward/ess
Bus/train driver
Factory management worker
Bank teller
Navy
Fire service
Law clerk
Shop sales assistant

Section III
**Lessons 24 - 33** Jobs you could do with vocational training Sessions 28-37

Dental hygienist
Mechanic
Carpenter
Secretary
Electrician
Nurse
Chef
Plumber
Fashion designer

Section IV
**Lessons 34 - 43** Jobs you could do with a college degree Sessions 38-47

Advertising executive
Real Estate agent
Hotel management
Consulting associate
Publishing
Paralegal
Fighter pilot/airline pilot
Software programming/design
Research & Development
Marketing
Sales management
Copy editor
TV/movie producer/writer
Pharmacist
Engineer
Insurance sales
Investment banker
Commercial "
Accountancy
Stockbroking
Civil service
Photographer

Section V

**Lessons 44 - 53** Jobs you could do with a graduate degree Sessions 48-57

Politician
Interpreter
Diplomat
Religious leader
Astronaut
Archaeologist
Social worker
Management Consultant
Doctor
Teacher
Geologist
Architect
Academic research
Journalist
Lawyer
Counselor
Veterinary surgeon

**Lesson 54** "My three favorite jobs" presentation Sessions 58-60

Session 58 Each student will prepare a presentation on their three favorite jobs covered in class. For each job they will discuss what they like about it, how it suits their interests and strengths, what skills they will need for it and how they might overcome any potential obstacles to getting that job. Although the presentations will be individual, students will help each other by critiquing presentations and acting as a practice audience.

Sessions 59-60 Each student will take 5-6 minutes to present his/her ideas and answer any questions. This exercise will be a source of evaluation for how well the students have learned from the previous sessions and their responses will be compared to those given at the start of the unit.

**Lesson 55** Where to look for jobs Sessions 61 - 63

A variety of resources will be explored such as newspapers and trade magazines. Two of the sessions could be combined for a visit to a career advisory center. Each student will select a job to "apply" for.

**Lesson 56** Preparing resumes Session 64-65

Students will learn how to prepare resumes and cover letters and will write their own for the job selected in the previous lesson.

**Lesson 57** Job Interviews Session 66-67

A representative from a human resources department will be invited in to discuss

the kind of questions one might be asked (and those that should not be asked) in an interview and what the employer might be expecting to hear in response.

The students will design interviews for each other working in threes and conduct them. Each one of the three will be interviewed once, interview once and act as the observer in the third case evaluating both interviewer and the interviewee.

**Lesson 58** Final Task - a virtual workplace Sessions 68-71

Session 68 The teacher will have prepared a newspaper "help wanted" section. There will be the same number of jobs available as students in the class. The jobs offered will create small teams of workers so that although each person applies separately, they will end up working with at least one other colleague "on the job". Students must select three jobs they wish to apply for in order of preference and prepare resumes and letters describing why they want a particular job and why they should get it if there are several applicants. They will have to apply for more than one in case they do not get their first choice.

The applications will be submitted to the teacher to distribute to relevant outside experts.

Session 69 The outside experts will come in to interview the students and select candidates for jobs. Once all candidates have been placed, the experts will conduct review sessions with their selected "employees" in preparation for the final task regarding the responsibilities of the candidate in that job (similar to an orientation and training session).

Sessions 70 - 71 combined A virtual workplace will be set up where the teacher and outside experts have prepared tasks for the newly appointed "employees" to conduct. Examples of tasks might include:

The virtual **real estate agency** staffed by 2 students is given a stack of available properties: rentals, sales, houses, apartments, urban, suburban, and has several interested customers stopping by the "office" that morning. They will have half an hour to prepare before clients (parents and outside experts) begin to appear. Each client will have different requirements and the agents must try to offer each a selection of properties they can look at. The 2 agents can divide up their responsibilities as they choose.

The **doctor's office** is staffed by 2 doctors and a receptionist. The receptionist receives a barrage of calls from "patients" (parents and outside experts) first thing and must schedule appointments for both doctors and deal with late, early and no-show patients. The doctors work separately (but may consult with each other for help) and will have to advise patients coming in with a variety of (simple) ailments.

The **police station** staffed by 4 officers is visited with various problems - a car accident that must be reported, a theft that must be investigated etc.

The **catering service** staffed by 3 caterers is visited by a couple who want a cost-estimate for a wedding dinner for 80. The catering team formulate a plan to present to the couple.

The **advertising agency** staffed by 3 executives is visited by a client who needs a magazine advertisement for a specific product by the end of the day.

The **local store** (stocked with items brought in by students, parents or provided by the school) staffed by a stock-taker and two cashiers is visited frequently and must report money collected and stock situation at the end of the day.

The **local bank** staffed by 2 bank tellers and a security guard are given account details for a number of customers who will call in to conduct various transactions such as paying in (Monopoly) money, withdrawing cash, checking balances, getting bank drafts etc. The security guard must make deliveries to a safe deposit at intervals when the cash amount exceeds certain limits.

The **travel agency** staffed by 2 will be given a selection of information on places to visit, accommodation, prices, flight times etc. Various customers will call in to plan vacations or business trips.

"Employee" performance will be evaluated by both the supervising "employer" and any customers who received (or did not receive!) service. Criteria for evaluation will have been set in advance by the "employers" and "employees" during the orientation session. Students will also evaluate any other students with whom they worked in a team.

**Lesson 59** Wrap-up, evaluation and preview of next unit Session 72

In the final session the teacher will wrap-up the workplace unit using the wall-chart of job ratings that the class has composed over the year as a basis for a class discussion on what they will take away with them. Students will also be asked to fill out an overall evaluation form on the unit. Finally the teacher will give a brief preview of the life in the community session.

# Evaluation

Students will be evaluated on a number of pre-set criteria which will be descriptive rather than numerative. Evaluation will take place on a continuous basis rather than at intervals although there will be key activities in each unit designed to determine how much each student has gained from the learning experiences. The intention is to reflect real life where no-one gets an "F" for serving up cholesterol-laden food every day but may end up with high blood pressure i.e. there are tangible consequences to performance beyond whether we get into the next class or into college. Although there are common elements to be used as the basis for evaluation in all three units and common criteria against which students will be measured, the evaluation for each unit will be tailored to reflect the importance of various skills in the particular setting.

Students will be constantly reminded of the evaluation criteria and, wherever possible, the teacher will provide examples to illustrate what is required. This could be in the form of students' work from previous years including samples of reports or other written materials and videos of team sessions and presentations.

*Common evaluation methodologies*

**Teacher observations** of team work, presentations, class participation, question sessions etc. - using checklists or worksheets.

**"Visiting Expert" feedback -** Outside visitors will set a task to be completed in each class and the criteria by which the outcomes will be judged. Solutions or conclusions will be presented by each group to the class and the visitor will provide specific feedback on the group's performance. He/she might also provide feedback on the quality of the questions posed by students during the whole session and participation by class members.

**Portfolios** - will be kept holding items from each class where an assignment involves writing or creating something physical like a report, a summary of a solution, a presentation or exhibit etc. The portfolio could also include video-tapes of key presentations. Notes taken in classes or from interviews will also be in the portfolio.

**Journals** - Students will be asked to keep class journals which will act as part of the evaluation of the course and of the students. Journal entries will be made as a standard homework assignment. Each journal entry will include a summary of the day's class, reflections on the activity set (interest level, familiarity with the material, effectiveness of their group that day, usefulness of technology available, comments on the visiting expert etc.). The teacher would have access to these journals on a regular basis so that he/she can get frequent feedback on each class and on each student so that changes or interventions can be conducted as the need arises rather than at punctuated intervals.

**Individual student/teacher meetings** - One-on-one meetings will be scheduled with each student at regular intervals during each unit (ideally the teacher will meet the student on a scheduled basis 4 times a year). The agenda might vary - an initial meeting would allow the teacher to explore the student's personal and academic background and discover his/her interests and expectations. In future meetings the teacher would solicit feedback on the course content and teaching methods and provide feedback to the student on his/her performance according to the criteria relevant to that unit, offering suggestions for improvement. These meetings are intended to be two-way exchanges and students are encouraged to ask for meetings whenever they have something to discuss rather than waiting for the scheduled time.

**Peer evaluations** - Students will be required to provide feedback on their peers on the basis of group work, presentation performance, contribution to class discussions etc. Specific feedback sheets will be provided or designed by the students for appropriate occasions.

**Self - Evaluations** - Each student will be required to assess his/her own strengths and weaknesses in coping with the class activities and in the various attributes outlined below. These self-assessments would be done at least before each of the teacher/student one-on-one meetings.

**Evaluations of the course** - At the end of each subunit the teacher will request an evaluation of that set of lessons and at the end of each unit an evaluation of the different subunits. See specific examples below.

**Common Evaluation Criteria** *(i.e. to be used in all units)*

**Completion of homework assignments**

*Journal entries*..... (State number completed out of total)
*Other assigned tasks*..... (State number completed out of total)

Note the following common evaluation criteria correspond with goals stated for the curriculum numbers **2) - 8)** and their objectives (pages 14-18).

The fulfillment of
Goal 1)
Goal 6 objective e)
Goal 7 objective b)
is measured in criteria designed more specifically for each unit.

**Presentation skills Goal 2 a) b)**

| | | | | |
|---|---|---|---|---|
| *Overall:* | Highly effective | Effective | Adequate | Weak |
| *Vocal projection:* | Strong | Adequate | Weak | |
| *Visual aids:* | Effective | Moderately Effective | Irrelevant | Absent |
| *Ability to answer questions:* | Good | Adequate | Poor | |

**Written communication Goal 2 c) d) f)**

| | | | |
|---|---|---|---|
| *Clarity of ideas:* | Concise | Moderate | Vague |
| *Vocabulary:* | Wide | Adequate | Limited |
| *Grammatical correctness:* | High | Moderate | Low |
| *Ability to summarize:* | Effective | Adequate | Ineffective |

*Note-taking - ability to capture relevant information:*

High Adequate Low

**Voluntary contribution to class discussions/question sessions Goal 2 e)**

| | | | | | |
|---|---|---|---|---|---|
| *Frequency:* | Often | Occasional | Infrequent | Rare | Never |
| *Relevance:* | High | Medium | Low | | |

**Effective use of available technology Goal 3 a) b) c) Goal 4) f)**

*Software:* No use Ineffective use Effective use Highly effective use

*Video equipment:* No use Ineffective use Effective use Highly effective use

*Databases/ Information services:*

No use Ineffective use Effective use Highly effective use

**Data/Information Collection: Goal 4 a) b) c) d) e) f)**

| | | | | |
|---|---|---|---|---|
| *Interviewing ability:* | Proficient | Adequate | Poor | |
| *Survey analysis:* | Proficient | Adequate | Poor | |
| *Quality of reporting:* | *written* | High | Adequate | Low |
| | *oral* | High | Adequate | Low |

*Ability to collect useful data from various sources:*

| | | | |
|---|---|---|---|
| *Reference books/libraries* | Strong | Adequate | Weak |
| *TV/newspapers* | Strong | Adequate | Weak |
| *Observations of surroundings* | Strong | Adequate | Weak |
| *Organizations* | Strong | Adequate | Weak |

**Team-work/Interpersonal skills Goal 5 a) - d)**

*Ability to work in a team vs. individually:*

Works better alone Works well alone and in teams Works better in teams

*Overall Contribution to the team seen as:*

Passive Active

Disruptive Ineffective Moderately contributing Highly contributing

*Typically takes which functions within a team?*

Facilitator Leader Idea-contributor

*Desirability as a team member (as determined by peers):*

High Medium Low Indeterminate

*Ability to deal with conflict:*

Helps resolution Avoids involvement Contributes to conflict

*Willingness to help other students:* High Medium Low

**Appreciating other views and ideas Goal 6 a) - d)**

*Willingness to share own ideas/customs/views:*

High Medium Low

*Willingness to listen to others:* High Adequate Inadequate

*Willingness to accommodate different views and ideas:*

High Adequate Low

*Ability to adopt different roles or "step into someone else's shoes":*

High Medium Low

**Accountability Goal 7) a)**

*Willingness to be accountable for actions:* High Medium Low

**Feedback/evaluations Goal 8) a) b) c)**

*Peer evaluations:* Constructive Irrelevant Destructive

*Lesson /unit evaluations:* Constructive Irrelevant Destructive

*Concurrence of self-evaluations with those of peers/teacher/visitors*
*Student tends to:*

Overestimate own abilities Show a realistic view Underestimate own abilities

**Unit Specific criteria**

**Activities**

The actual activities undertaken in each unit will be individually assessed on the basis of criteria relevant to the task. These criteria will be determined by the visiting expert in conjunction with the teacher e.g. in the home unit if one of the activities is to plan a week's meals, the "solution" might be evaluated as follows:

| | | | |
|---|---|---|---|
| *Nutritional value* | High | Adequate | Low |
| *Expense* | Low | Medium | High |
| *Variety* | High | Medium | Low |
| *Attention to special needs* | Excellent | Adequate | Inadequate |

These specific criteria are provided with each lesson plan.

**Subunit/Unit Evaluation**

Each subunit and unit will be evaluated by the students and each student will receive a formal evaluation at the end of each unit (see examples designed for workplace unit).

**Parents** will also be sent a form at the end of each unit asking questions such as:

Do you feel your child has a better understanding of activities that take place in the home/workplace/community? *(Delete as appropriate for relevant unit)*

What specific things do you think he/she does better now than before?

Is there anything you feel he/she should have learned that he/she did not?

Was anything taught that you would rather not have been covered? What exactly and why?

Did you feel that homework assignments were appropriate? etc.

**Final task**

At the end of each unit a 3 hour session will used for a simulation of a virtual home, workplace or community in which each student takes on a particular role (but usually working within a team) and is presented with typical problems to solve. This session would most likely involve parents and outside experts who will evaluate the performance of the students in the activities set.

See Lesson 58 (page 34) of the Life in the Workplace unit for an outline of the virtual workplace. "Employee" performance on the tasks set in the virtual workplace will be evaluated by the supervising "employers", any customers who interact with the employee and other employees working in the same team.

# Evaluation - Life in the Workplace

**Student evaluation**

An overall evaluation would be given to each student along the lines of a typical corporate annual appraisal. The student fills in a self-appraisal and submits it to the teacher who uses it as the basis for his/her appraisal. When the teacher has completed the appraisal a meeting is set up with the student to discuss it so that the student has the opportunity to question or challenge anything he/she does not understand or agree with.

Self-appraisal questions

*The teacher would provide a list of the lessons covered with a reminder of the activities that took place and also the checklist of evaluation criteria to act as prompts.*

What were your major achievements during this unit?

What do you consider to be your main strengths/weaknesses?

What could be done to help you improve weak areas?

Were there any major obstacles to your performance in the unit?

What did you like the most and the least in the unit and why?

Teacher's appraisal of student This would consist of three sections:

**1) A written section under the following headings:**

Major achievements

Strengths/weaknesses

Recommendations for areas to work on next year

*The written section would refer to performance on the various activities as well as highlighting certain items from the list of common criteria.*

**2) Checklist of evaluation criteria (as presented on pages 39-41)**

**3) An overall rating**

| Does not meet expectations | Meets expectations | Exceeds expectations |
|---|---|---|

To meet expectations the student must have, *on average,* performed adequately on all the various activities and criteria for evaluation in the checklist.

To exceed expectations, the student must have consistently gone beyond the requirements of the various activities and have received high ratings on the common criteria for evaluation.

Students that do not meet expectations are those that consistently fail to adequately meet the requirements of the various activities and also receive low ratings on the common criteria for evaluation.

**Course evaluations to be filled out by students for Life in the Workplace Unit**

Evaluation of subunits

*Note the teacher should provide a list of the actual lessons for the relevant unit to act as a prompt*

Which lesson was the most interesting and why?

Which lesson was the least interesting and why?

Which activities were too easy?

How could they be made more challenging?

Which activities were too difficult and why?

If you were the teacher, what would you have done differently?

Overall evaluation of the Life in the Workplace unit:

Of the 5 sections covered

Jobs you can do: without a high school certificate
with a high school certificate
with vocational training
with a college degree
with a graduate degree

Which was the most interesting and why?

Which was the least interesting and why?

Which field trip was the most useful in helping you understand a workplace?

Which field trips were not useful in helping you understand a workplace and why?

Were the first three introductory lessons a good preparation for the unit? If not what could have been done better?

| | | |
|---|---|---|
| 1 | Why we work | 1 |
| 2 | Overview of job universe | 2 - 4 |
| 3 | Survey of parents' occupations | 5 - 7 |
| 54 | "My three favorite jobs" presentation | 58 - 60 |
| 55 | Where to look for jobs | 61 - 63 |
| 56 | Preparing resumes | 64 - 65 |
| 57 | Job interviews | 66 - 67 |
| 58 | Final task - a virtual workplace | 68 - 71 |
| 59 | Wrap-up, evaluation, preview of next unit | 72 |

Did lessons 54 - 57 help prepare you adequately for the final task? If not, why not?

Did you feel the final task allowed you to demonstrate skills that you had accumulated over the unit? If not what could have been done differently?

How much more do you feel you know about life in the workplace since you took this course?

A lot Quite a bit Some Not much Almost nothing

If you were the teacher, is there anything else you would have done differently in this unit?

The success of the unit can also be assessed by comparing the responses of students to the same task at the beginning and towards the end of the unit - for the first task completed in class students were asked to list in order of preference 3 different things they might like to do with themselves when they leave school. They were also asked to note why they chose these items and what they thought it would take to achieve those goals. Near the end of the unit, each student prepared a presentation on their three favorite jobs covered in class, discussing what they liked about them, how they suit their interests and strengths, what skills they will need for them and how they will overcome any potential obstacles to getting those jobs.

These assessments of the course would be used to determine how to improve on the kinds of activities being conducted in class and which areas should have more or less time spent on them in future years. They would also be used by the teacher to compose a report summarizing the student response to the unit and perceived impact of the teaching methods. The report would be sent to other teachers and the principal of the school as well as to parents of the students. Any relevant feedback would also be provided to the visiting experts and institutions which had hosted a field trip.

# Lesson Plan - the job of an advertising executive

(2 sessions)

*Goals & Objectives*

For this particular class students will learn about and take notes on the role of an advertising executive and be able to rate the job according to a number of pre-set criteria.

| | | | | | | |
|---|---|---|---|---|---|---|
| **Goal 1)*** | | | d) | e) | f) | j) |
| **Goal 2)** | | | d) | e) | | |
| **Goal 6)** | | | | e) | | |
| **Goal 7)** | a) | b) | | | | |

Specifically, working in groups, they will learn how to create an advertisement for a particular product using various visual aids and present it to the class.

| | | | |
|---|---|---|---|
| **Goal 1)** | | | h) |
| **Goal 2)** | a) | b) | |
| **Goal 3)** | a) | b) | |
| **Goal 5)** | a) | | |

As a pre-assignment they will have collected observations of advertising in their surroundings.

| | | | |
|---|---|---|---|
| **Goal 4)** | | | f) |
| **Goal 5)** | | c) | |

They will also design checklists to evaluate other group presentations and finally have group debriefings to review their own performance as a team.

| | | |
|---|---|---|
| **Goal 8)** | b) | c) |

As homework they will summarize the class events and select a product they have seen advertised to investigate the validity of the advertisements claims.

| | | |
|---|---|---|
| **Goal 1)** | | c) |
| **Goal 2)** | | f) |
| **Goal 5)** | | c) |

*See pages 14-18 to match up with the stated goals and objectives for the curriculum.

**Pre-assignment:**

A few days before the class, students are asked to look for the places and ways that companies or institutions advertise their services and products and collect (or make notes about ones that cannot be physically kept!) 5 examples of advertisements including what is being advertised and where. They are also asked to make notes on the typical characteristics of the advertisements they have observed.

First Session

The first 15 minutes will involve a discussion in which students offer examples of where they found advertising and where, and what characteristics advertisements have in common.

The visiting expert will then spend 30 minutes covering the following issues.

Outline of educational background i.e. high school graduate or not, college degree if any, special training if any

Describe the organization within which he/she works its purpose/s

Describe why he/she chose that job and how he/she got it

Describe what his/her particular job entails and what skills in addition to traditional academic ones are needed to accomplish it

Describe a day in his/her working life including how he/she fits in his/her personal life

Describe how he/she is evaluated and held accountable for performance

Mention any types of technology encountered at work

List likes/dislikes regarding the job

List the rewards of that particular job

Highlight any stereotypes attached to that kind of work, identify the reasons for the stereotyping and whether or not they are justifiable

The students will take notes on these issues and will be responsible for asking appropriate questions if any item is not covered.

Class exercise

Following this the advertising executive will lead the students through a typical process of advertising a product (15 minutes). Students will have 5 minutes to ask questions although issues that come up during the group work assignment can be addressed to the teacher or visitor at any time.

The group work assignment will be for groups of 4-5 to select a product or service for which they would like to design an advertisement and then work together to create it using a selection of materials. (30 minutes assigned in this session and 30 in the second session)

The advertisements may be verbal, written, visual, acted out or a combination.

**Materials available**
Cassette player with a variety of cassettes
Drawing and painting materials
Macromedia Director/ Kid Pix/MacDraw software set up in computers
Flip charts, overhead projector
Video equipment

Session 2

Each group would finalize its presentation and design an evaluation sheet to use on the other groups in order to provide feedback to them (30 minutes).

Each group will then present its advertisement explaining where they would place it to attract the appropriate attention. Each group will have 5 minutes to present (Total 40 minutes). The other groups will fill in their evaluation sheets at the end of each presentation and give them to the relevant group. The evaluations would be handed on to the teacher after they had read them.

At the end of each presentation the class would be polled to see who would buy the service/product and why or why not.

**Evaluation**

Apart from the peer evaluations, each group will be evaluated by the visiting advertising executive who will provide feedback regarding performance on the following items:

| | | | |
|---|---|---|---|
| Creativity of advertisement | HIGH | MEDIUM | LOW |
| Appeal of product presented | HIGH | MEDIUM | LOW |
| Amount of information given | JUST RIGHT | TOO MUCH | TOO LITTLE |
| Use of visual/audio aids | JUST RIGHT | TOO MUCH | TOO LITTLE |
| Teamwork | EFFECTIVE | INEFFECTIVE | |

Other than simply stating high/medium or low, the expert will provide commentary and ideas for improvement.

The presentations will be video-taped and these tapes plus any visual aids used will be kept for student portfolios.

**Bridges to other lessons**

In the next 15 minutes of the session, the class would collectively fill out the standard rating chart for a job in advertising. For each of the criteria the teacher would ask the class to vote where they place the job:

| **RATINGS FOR:**.....Advertising executive..... *(Please fill in job)* | | | |
|---|---|---|---|
| Interest | HIGH | MEDIUM | LOW |
| Fun | HIGH | MEDIUM | LOW |
| Variety of tasks | HIGH | MEDIUM | LOW |
| Intellectual Difficulty | HIGH | MEDIUM | LOW |
| Physical difficulty | HIGH | MEDIUM | LOW |
| Need for teamwork | HIGH | MEDIUM | LOW |
| Contact with clients/customers | HIGH | MEDIUM | LOW |
| Amount of paper work | HIGH | MEDIUM | LOW |
| Pay | HIGH | MEDIUM | LOW |
| Opportunity for advancement | HIGH | MEDIUM | LOW |
| Impact on society | HIGH | MEDIUM | LOW |
| Stress level | HIGH | MEDIUM | LOW |
| Opportunity for travel | OFTEN | SOMETIMES | NEVER |
| Other material benefits* | MANY | SOME | NONE |
| Length of tasks to be accomplished | SHORT | MEDIUM | LONG |
| Technology used:..... | | | |
| Hours of work per day:..... | | | |
| How accountability is measured:..... | | | |
| Level of education required:..... | | | |

* healthcare, pensions etc.

These ratings will be displayed in the overall chart so that the students can compare this job against the others.

**Group debriefing**

5 minutes at the end of the class would be used for the individual groups to meet and review their performance in light of feedback from the other groups and the visiting expert. This will provide an opportunity for group members to provide feedback to each other.

**Homework**

Students will make a journal entry summarizing the information they learned and the activities that took place in the classroom.

They will also write their thoughts on

i) interest level in today's class
ii) level of difficulty of the task
iii) personal contributions to group work
iv) a reflection on how the group operated today - were there any conflicts, if so why, how were they resolved (or not), who talked the most, the least, who had the best ideas
v) how the lesson could be improved.

Secondly students will be asked to investigate a product that they have seen advertised by looking for it in a shop or showroom and inspecting it to see if it bears up to the claims in the advertisement.

**Extensions of this lesson**

In the subsequent lessons covering sales and marketing in the retail sector, students will see how advertising fits into the overall marketing strategy of a service provider or product manufacturer and how it affects the level of sales of goods or services. Their homework observations will be discussed at the beginning of the next lesson on marketing strategies.

# Lesson plan - the job of a criminal lawyer

(2 sessions combined for a 3 hour lesson)

*Goal & Objectives*

Students will learn about the job of a criminal lawyer, taking notes on descriptions given by visiting experts and rating the job against pre-set criteria.

| | | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| **Goal 1)** | | | | d) | e) | f) | g) | j) |
| **Goal 2)** | | | | d) | e) | | | |
| **Goal 6)** | | | | | e) | | | |
| **Goal 7)** | a) | b) | | | | | | |

Specifically, groups of students will simulate a court hearing with each group member playing the role of a lawyer, juror, the accused or the plaintiff. The lawyers will question the plaintiff and the accused following which the jury will debate the evidence, try to form a verdict and announce it to the class.

| | | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| **Goal 1)** | | | | | | | | h) |
| **Goal 2)** | a) | | | | e) | | | |
| **Goal 5)** | a) | b) | | | | | | |
| **Goal 6)** | a) | b) | c) | d) | e) | | | |
| **Goal 7)** | a) | | | | | | | |

As a pre-assignment each student is asked to identify a court case by listening to the news or reading papers.

| | | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| **Goal 1)** | | | c) | | | | | |
| **Goal 4)** | | | | | | f) | | |
| **Goal 5)** | | | c) | | | | | |

As an extension of the class the students are asked to track either the same case or another one working alone or in a group.

| | | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| **Goal 1)** | | | c) | | | | | |
| **Goal 4)** | | | | | | f) | | |
| **Goal 5)** | | | | d) | | | | |

As homework the students will summarize the class activities in their journals including their personal thoughts on the legal system

| | | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| **Goal 2)** | | | | | | f) | | |
| **Goal 6)** | a) | | | | | | | |

**Pre-assignment:**

A few days before the class, students are asked to search the newspapers for a current criminal case being tried. They must identify what crime the accused is being tried for and summarize, as far as they can understand, the current state of proceedings.

**Session 1** the first 15 minutes will involve a discussion of the variety of cases that were found in the pre-assignment.

*Note for this task the visiting lawyer should bring (at least) two other colleagues to help observe the proceedings. If this is not possible the teacher can fill one of these roles and find a parent to fill the other.*

One of the visiting lawyers (or between the three of them) will then spend 40 minutes describing the job of being a criminal lawyer covering the following issues:

See page 29, Part I of the generalized lesson framework

Following this the visitors will lead the students through the typical proceedings of a court trial (15 minutes). In discussing the responsibilities of the jury, they will highlight that issues of stereotyping can be problematic in ensuring that every person is judged fairly. Students will have 5 minutes to ask questions.

Class exercise

The task assigned will be a role-playing session where each student in a group of 8 is assigned a particular role (roles will be assigned and groups formed by pulling pieces of paper out of a bag - the tag will have the role to be assumed and a group number):

defense lawyer
prosecuting lawyer
plaintiff
accused
4 jurors

(if the class does not split evenly into groups of 8, extra jurors can be added to a group or if necessary the teacher or visiting expert will sit in on the jury debate to make up the numbers)

Each one of the visiting lawyers will be assigned to a group to act as the judge for the proceedings.

Instructions for proceedings

Everyone in the group receives a sheet outlining the details of the case.

The plaintiff and the accused are given extra information which they may share with their respective lawyers.

The plaintiff and the accused will only divulge their extra information in public if they are asked a question by one of the two lawyers during the court hearing directly requiring that information.

The two lawyers also have further information they can choose to use or not.

For 15 minutes the lawyers, the plaintiff and the accused will review the information they have. The plaintiff and the prosecuting lawyer will work together and the accused with the defense lawyer. The lawyers will prepare questions for the hearing.

In this time the jurors will watch a video of a typical jury debate.

**Session 2**

Court Hearing

The lawyers will have 10 minutes each to question the plaintiff and the accused and 5 minutes each to make their final case to the "court" (total time 30 minutes).

The jurors will observe the proceedings and afterwards try to agree on a verdict (15 minutes). The lawyers, witness and accused may listen to the jury debate but may not speak or otherwise communicate with the jurors.

At the end of the jury debate the whole class will convene and a spokesman for each of the jury groups will announce the decision of that jury to the whole class (5 minutes each for a total of 15 minutes).

The judge for each group will declare any sentence for the accused depending on the verdict pronounced by the jury. (5 minutes total).

One of the lawyers will then read all the information to the whole class so everyone is aware of what additional details were known to the lawyers, the plaintiff and the defendant.

**MATERIALS** - ***the teacher should have available enough copies of the following sheets to be distributed appropriately.***

---

**Information sheets to be distributed to all group members**

Case

Six weeks ago a theft was committed in the neighborhood. A lady was walking her dog along a deserted street after dark and was attacked and robbed. The lady (plaintiff) claims to have seen a car pull up to the curb, see a young man or woman jump out and try to take her purse. After a short, rough struggle the attacker managed to snatch her purse, jumped into the car and pulled away.

Subsequently the plaintiff was asked to identify the attacker and selected the accused from a line-up of suspects. The accused has pleaded not guilty to stealing the lady's purse.

---

---

**Information for Plaintiff ONLY**

*Note - you may only share this information with the prosecuting lawyer unless you are asked a direct question in the court hearing that requires you to answer with any of these facts.*

You were walking your dog on the deserted street from 9.15pm to 9.45pm on the night of the theft

You normally wear glasses of medium strength to help you see long distances.

You were not wearing your glasses that evening

The car you saw was light colored and streamlined

The person you saw was wearing dark trousers, a dark jacket and a baseball cap

You have never met the accused before and knew nothing about him/her prior to this case

---

**Further information available to both the lawyers**

A white Nissan Maxima belonging to a respected doctor living a few miles away from the theft site was stolen on the evening of the attack and later found parked several blocks from the attack site.

No fingerprints were found in the car but the police forensic department discovered hairs in the car that match those of the accused.

The forensic department found no conclusive evidence of who the attacker could be at the site of the attack.

The doctor's house is 15 minutes by subway from the hospital where the accused was visiting his brother.

The doctor's house is a 10 minute drive from the attack site.

From where the car was parked to the accused's house is 20 minutes by subway.

There were no particular delays in the subway system that evening as confirmed by the transport authority.

**Information for the Accused ONLY**

*Note - you may only share this information with the defending lawyer unless you are asked a direct question in the court hearing that requires you to answer with any of these facts.*

You do not own a car

You do not hold a driver's license

On the evening of the attack you visited your older brother who is sick in hospital from around 8 to 9 pm

The hospital is around 20 minutes from your house by subway

At 10pm you arrived at your own house where a friend was waiting for you

You were wearing black jeans and a brown leather jacket that evening.

You always wear a baseball cap (except in court!)

Between 9 and 10 pm you did steal the doctor's car, drive around for fun for about 25 minutes and park it where it was later found.

You cannot think of anyone who can account for your whereabouts between 9 and 10 pm that night.

**Evaluation**

The relevant visiting lawyer will also provide feedback to the group he/she acted as judge for, covering the following issues:

Prosecuting/Defending lawyers:

Were the appropriate questions asked, if not what did they miss?
Was a convincing case presented to the court?

Plaintiff/accused:

Did he/she respond appropriately to questions asked in the hearing?
If not what should they have said or not said?

Jurors:

Did the debate indicate that they had correctly assimilated the information heard in court?

Did they evaluate the evidence fairly?

Was the conclusion they came to fair given the evidence heard in court?

Did they work well together as a team in reaching their conclusions?
i.e. did everyone express their view
did they listen to each other?

After the evaluation and sentences the class will discuss for 10 minutes whether they think the system of trial by jury is fair and the visiting lawyer will give a few examples of other legal systems worldwide where the proceedings are different.

**Bridges to other lessons**

In the last 15 minutes of the session, the class will collectively fill out the standard rating chart for a job as a criminal lawyer. For each of the criteria the teacher would ask the class to vote where to place the job:

See page 30, Part III of the generalized lesson framework

The ratings for this job would be filled in on the wall-chart listing all the jobs covered so far so that the students can compare it against others.

**Homework**

Students will make their journal entry summarizing the information they learned and the activities that took place in the classroom. They will also write their thoughts on

i) their interest level in today's class
ii) personal thoughts on the justice system
iii) which role they would most like to have played and why
iv) how the lesson could have been improved.
v) level of difficulty of their particular task and how his/her team worked

(the team would be one of the following configurations:

jurors
accused and defending lawyer
plaintiff and prosecuting lawyer)

**Extensions of this lesson**

Students are asked to track the proceedings of a criminal case (of their choice) reported in the newspapers or on the news (newspapers will be accessible daily at the school library). This case can be the same as the original one identified in the pre-assignment or a different one. If the case is concluded before the end of the unit the student should bring in a clipping of the verdict which will be pinned to a board in the classroom for display. If the case is not concluded, the students will simply write a brief summary of the status of the case before the last week of the unit.

Each student will notify the teacher of the case being followed and thereafter should be prepared to verbally report the latest situation at any time until the verdict is declared. Students will decide individually whether to follow a case on his/her own or to take joint responsibility for tracking a case with a small group of other students.

# References


Banks, James A. (1992) *Multicultural Education: Historical Development, Dimensions and Practice* Review of Research in Education 19

Banks, James A. and Banks, Cherry A. (eds.) (1993) *Multicultural Education: Issues and Perspectives* Boston: Allyn and Bacon

Blumenreich, M. *et al* (1994)*The Love Curriculum* Unpublished

Bruner, Jerome S. (1966) *Toward a Theory of Instruction* Massachusetts : Belknap

Darling-Hammond, Linda (1994) *Performance-Based Assessment and Educational Equity* Harvard Educational Review Vol. 64 No. Spring 1994

Dewey, John (1938) *Experience and Education* New York: Collier Books

Doll, William E. (1993) *A Post Modern Perspective on Curriculum* NY: T.C. Press

Greene, Maxine (1993) Diversity and Inclusion: *Toward a Curriculum for Human Beings* Teachers College Record Vol. 95, No 2, Winter 1993. T.C.

Herman, Joan.L., Aschbacher, P.R., Winters, L. (1992) *A Practical Guide to Alternative Assessment* Virginia A.S.C.D.

Nicholls, Audrey and Nicholls, Howard (1978) *Developing a Curriculum: A Practical Guide* Boston: George Allen and Unwin

Posner, George J. (1978) Course Design: *A Guide to Curriculum Development for Teachers* New York: Longman

Ramsey, Patricia, G. (1987) *Teaching and Learning in a Diverse World: Multicultural Education for Young Children* New York T.C. Press

Taba, Hilda (1962) *Curriculum Development, Theory and Practice* New York: Harcourt Brace

Tanner, Daniel & Tanner, Laurel N. (1984) *Curriculum Development* New York: Macmillan

Tyler, Ralph W. (1949) *Basic Principles of Curriculum and Instruction* Chicago: University of Chicago Press.

Walker, Decker F. & Soltis, Jonas F. (1992) *Curriculum an Aims* New York T.C. Press